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ABSTRACT

After stating the goals of the new president of Triton College (Illinois) for his first two years of office (1976-78), this annual report focuses upon the activities, achievements, and management concerns of the college for this period. These issues are discussed in terms of the process of developing and implementing appropriate strategies to deal with them and include: instructional improvement, space and facilities problems, financial resources, college management, professional review, community service, a changing student body, and relationship with the Board of Trustees. A series of bar graphs for the periods 1975-76, 1976-77, and 1977-78 present statistics for revenues; financial aid per student; instructional cost per semester hour compared with suburban area averages; expenditures in each area of institutional activity; amounts and sources of grants; student enrollments by program; weekly student contact hours by program; attendance at workshops and seminars; graduates by program; and full- and part-time faculty, administrative and classified personnel. Finally, the paper outlines the major problems facing Triton College in the next ten years, and provides an encapsulated history of the major events of 1976-78. (MB)

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Triton College

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President's Report

1976-78

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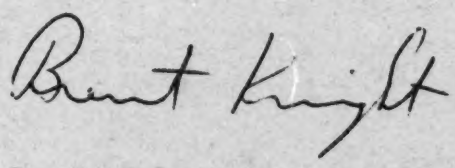

Brent Knight, President

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This report is to characterize the activities, achievements, and continuing management concerns of Triton College since my appointment as President in 1976. The emphasis is on the problems the College has confronted in the past two years, and the solutions proposed by its management team.

Triton has long been recognized as one of the finest community colleges in the country. The scope of its educational programming, its local reputation and national distinction, and its widespread community support are substantial. The previous Boards of Trustees and the past President should be acknowledged for these significant achievements.

My appointment was the initiation of a period of review, reconsideration, and consolidation. Assumptions about the general state of the College's progress were called into question. Concern was expressed regarding the general condition of the College, the state of capital resources, imbalances between revenues and expenditures, existing labor agreements, basic space and equipment requirements, professional review and development for faculty and staff, and the College's instructional programs.

This variety of problems made it necessary for the College's administration to focus on planning and creative problem-solving rather than solely on day-to-day operations.

Some of the problems required long-range solutions. Others had to be acted upon at once. Because of this review, many among the staff and the public were uncertain about anticipated changes. Stability and confidence had to be maintained while problems were addressed. Both long- and short-term goals were developed to provide direction for the process. The short-term goals can be seen on page 3 as a compilation of my presidential goals, 1976-78. Longer term objectives emphasized the continued quality of the instructional program, the need for a balanced budget, adequate capital resources for future building needs, and increased flexibility in operations.

At the beginning of this process, countless conversations were held with administration, faculty, Board members,

classified staff, and community leaders. These groups were reassured that the College's strengths would not be undermined during the review, and that immediate decisions and actions would be directed toward critical problems of long standing (e.g., finances and completion of the campus).

Progress in the past two years has been exceptional. The College has been able to deal with most of its pressing concerns. This would have been impossible without the cooperation of the staff, students, community and especially the Board of Trustees, whose support has been a continual source of encouragement.

While the management of so large and complex an organization as Triton can never be entirely smooth, the College is prepared to meet the needs of the future. T

Yearly goals, developed by management as ways to attain longer-term objectives, are presented to the Board of Trustees for discussion and approval. These are used adaptively throughout the College as a framework within which to formulate specific objectives for each office or department.

The following is an abridgement of presidential goals, 1976-78:

> foster scholarship and improve instruction

> improve communication with the Board

> establish new collaborative relationships with staff, faculty, and all campus units; improve rapport with community groups and leaders

> provide for space needs of College on long-term and short-term basis

> maintain low unit-costs of instruction

> prudently manage financial resources according to a five-year financial plan

> initiate a collegewide institutional advancement plan

> encourage contemporary management techniques, especially in personnel procedures and staff development

> ensure that College follows equal opportunity and affirmative action procedures

> evaluate the effectiveness of all part-time faculty and staff

> develop a performance evaluation system for all College personnel

> substantially improve developmental education on campus

> emphasize lifelong learning

> encourage responses to changes in technology, society, and local community

> assess entrance and exit standards for courses and programs

> review the allocations of functions among the three schools of the College

> provide for reassessment of instructional programs, institutional procedures, and organizational patterns

> safeguard the investment in physical plant through preventive maintenance

> evaluate equipment needs and make equipment purchases

> encourage community use of facilities

> promote seminars and workshops to community, professional, municipal, and other groups

> contribute to the cultural life of the community

> help the community in long-term planning and problem-solving

> ensure that collective bargaining agreements are in the best interests of the district T

The major issues of 1976-78 will be familiar to managers of any large organization: improved organizational effectiveness, program development, long-range planning, institutional identity, assessment of community needs, evaluation and development of personnel, public relations, allocation of resources, and fiscal management.

Rather than simply chronicle significant events of the past two years, this report will deal mainly with the underlying issues. The discussion will emphasize the process of developing and implementing appropriate strategies for identified problems.

Instructional Improvement

The overall challenge facing the administration was to infuse a relatively static instructional program with new vitality. The following major areas were addressed: academic leadership, individual student needs, program review, assessment of student achievement, and student support services.

Two important positions were created to provide leadership in instructional improvement: Vice President for Academic Affairs and Associate Vice President for Academic Affairs. Under this leadership a comprehensive plan for academic accountability was adopted and is in the process of being implemented. The plan has the following five major components for an ongoing intensive review of the College's total instructional program: faculty evaluation/development, program review, review of support services, student assessment, and external review of continuing education.

A comprehensive, multi-dimensional professional review program for faculty was developed that will be implemented during the 1978-79 academic year. (See "Professional Review," pages 10-11 for more details.) The program, which was developed by a joint faculty-administrative committee, is a radical departure from the system it replaces, and clearly has as its intent the improvement of instruction. A comprehensive evaluation program for part-time faculty remains to be completed.

The instructional programs themselves will be systematically reviewed as part of this overall accountability plan. Beginning in 1979, each program will be scheduled for a thorough review every few years.

The College has responded to the strong direction given by the Board of Trustees to meet the educational needs of each student by greatly expanding and restructuring its program of developmental education and by developing an honors program.

As the national decline in ACT scores would indicate, many students come to Triton with inadequate academic backgrounds. Developmental courses for these students have existed at the College for years, but coordination among academic departments has been sporadic. To correct this condition and to prepare students for college-level studies, the Office of Developmental Education was created after a lengthy process of needs assessment, evaluation, research, consultation, and planning by faculty and administration alike. The second floor of the Liberal Arts building—a prominent location on the campus—is being remodeled into a Learning Assistance Laboratory. Perhaps 2,000 students or more will use the new area during the coming year to upgrade basic skills. In subsequent years, the laboratory will likely be used for supplemental skills in writing, study skills improvement, and specialized support services for the various academic disciplines.

The honors program is intended for those high-achieving students who wish more challenging and/or accelerated courses. Both programs—honors and developmental education—improve the College's ability to provide the proper level of instruction for each student who enrolls at Triton.

Like most educational institutions, Triton has done little formally to determine how well it is achieving its objectives. During the 1978-79 academic year the College is beginning an assessment of the educational progress of its students. Its purpose is to compare the actual results of courses, programs, and services to the outcomes that were originally intended. Student assessment should become an ongoing activity.

During the summer of 1978, nationally-known figures in continuing education are reviewing Triton's outstanding program of adult and continuing education. The team will review a self study prepared by the School of Continuing Education, evaluate the program, and make recommendations for maintaining Triton's position as a national leader in continuing education. Such reviews by external prestigious teams are traditional in higher education for maintaining program quality. This approach undoubtedly will be used in the future for other educational programs at Triton.

Under the leadership of the Dean of Students a thorough review of admissions, counseling, testing, financial aids, and student activities has been made. As a result, various functions have been restructured to improve the quality of services and to make more effective use of personnel. In addition, a Career Development and Testing Center is being established for career exploration and diagnostic testing. The Dean of Students is also coordinating a task force on institutional advancement, which is exploring ways to ensure that Triton will continue to respond appropriately to identified educational needs of the community.

The installation of the new Burroughs B6800 computer should have an impact on the instructional process. While the College is presently only minimally involved in computer-assisted instruction, this new computing system has the potential to provide individualizing instruction for students. Much can be accomplished in this area.

Space/Facilities Problems

One of the most perplexing problems of the past two years has been dealing with the various space problems of the College.

The masterplan of the campus had not been changed over the years to keep pace with changing conditions. The Health Careers building, for example, was planned with only four or five health programs in mind; today there are 14. Laboratories and shops were put into altered classrooms, making fewer general classrooms available while not really satisfying the special needs of these specialized facilities. In fact half of all teaching stations at the College in 1976 were specialized—designed for a particular purpose or curriculum. This is testimony to Triton's commitment to career programs, but it presents great difficulties in scheduling. The campus itself was masterplanned for half the student body that it has today.

General overcrowding, too few classrooms, and shop and lab areas that were not designed for the purpose—these were critical instructional problems that the College tried to solve in 1976, 1977, and 1978. A bond referendum, for which the need had been clear in 1972, was scheduled for October, 1976. The College asked for $26.9 million in bonds, which would have provided authority for all building projects to complete the campus in full, renovations needed for existing buildings when programs would move to new facilities, all needed fixed and movable equipment, site development, and payback of past interfund loans for campus development. The referendum was defeated by 3,269 votes.

Although the referendum was defeated, the problems of inadequate space and facilities remained. Plans were revised, costs pared, and dreams shelved. The strategy was developed to remodel existing space with the College's own personnel and to seek innovative ways to finance needed capital projects.

An addition to the Fine Arts building was completed using College personnel primarily. The overhang on the west side of the building was bricked in, a floor poured, and electric and mechanical service extended into the new area. Besides an additional classroom, a more commodious kiln room was created and the previous cramped ceramics/sculpture lab was expanded. Health, safety, and storage problems in this area were solved at a cost of $19 per square foot.

Similarly, the second floor of the Liberal Arts building is being remodeled as a Learning Assistance Laboratory, and individual faculty offices, classrooms, and labs have been created using College labor and purchased materials.

In the summer of 1976, the College acquired 14 adjoining acres of land as the site of future buildings, parking lots, and activity fields. A pre-engineered, Butler-style building is now being erected on part of this land. It will house programs in auto technology, offset printing, diesel technology, and other industrial programs—all of which had been in cramped, inadequate, and potentially hazardous quarters. Now diesel engines will be tested in laboratory classes, and the demand for increased numbers of students in auto technology and offset printing will be met. Federal money channeled through the Department of Adult, Vocational and Technical Education for career education improvement is being used to finance this structure. Much of the finishing work is being done by Triton's staff at a projected cost of $24 per square foot.

An expanded bookstore has been completed. It was financed through a conventional bank loan to be repaid from bookstore receipts, not tax dollars. Besides offering greater campus book and supply services, the new bookstore will offer increased technical book services to local businesses and hospitals. Equally as important, the space vacated by the old bookstore will be converted into needed conference rooms and student health services.

In order to satisfy student demand for improved recreational facilities, a student recreation center is planned, financed entirely by students. Starting with the spring semester of 1978, the Board authorized a

student auxiliary fee of $1 per course for this purpose. An ad hoc College committee has delineated priorities and the project will be proposed to the Board of Trustees.

In May, 1978, another bond referendum was placed before the voters for the Community Career Center. This building, part of the masterplan of the College, had been slowly moving through the State's approval system since 1974. With each passing year, it was given higher priority by the Illinois Community College Board and the Board of Higher Education. Twice, funds had been allocated by the legislature and twice governors had vetoed the project. Finally, in January 1978, the governor signed the appropriation bill which would give Triton $6.6 million—if Triton could provide its share.

The College asked for $3.8 million for its matching construction money, for site development, and for equipment purchases. The building was to be used primarily by physical education, health careers, child care, continuing education, and the older adults program. The request was denied by an 852-vote margin.

Because Triton would never again, in all probability, see another substantial appropriation for this building, it became necessary to secure the State funding by other means. The Board of Trustees authorized an interfund loan of approximately $1.8 million, the minimum amount needed to secure the appropriation. The project is moving toward bidding, construction, and an anticipated opening date in 1980. Repaying the loan remains a substantial unsolved problem.

With these structures and the constant remodeling done by the College's own staff, Triton's campus is close to completion. Laboratory and classroom needs will have been met for the most part, and the physical plant constitutes a truly effective facility.

Nothing has been done, however, about an auditorium or a horticulture facility. State participation is not anticipated for either of these projects in the foreseeable future, and the prospects of a successful bond referendum for building purposes are not encouraging.

Financial Resources

There are three major funds—the building maintenance fund (for upkeep and maintenance of the physical plant, including utilities), the educational fund (for support of the educational program, mainly salaries), and the bond and interest fund (for buying land or constructing buildings).

In 1976 all three funds were in serious trouble. The building maintenance rate was 2¢ per $100 of equalized assessed valuation—the lowest in the State. It had had deficits in nine out of 13 years, which were overcome by year-end balances in the educational fund. But since 1972, the educational fund, whose rate was 13¢, was being subsidized by the sale of working cash fund bonds. Since 1974, the College was spending more money than it was receiving in conventional revenues.

The last money in the bond and interest fund was used in 1972 to finance the Cernan Space Center and the Learning Resource Center. In fact, the educational fund was used to lend $472,000 to the bond and interest fund for the final architect's fee and for some of the equipment costs for these two buildings.

Of the three major funds, two have been substantialy improved, the building maintenance and the educational funds, known together as the College's operating fund.

In October, 1976, increases were asked for in the bond and interest and building maintenance funds. Both propositions failed. The financial future of the College became bleak. Projections for the following fiscal year showed a possible $2.1 million deficit—a calamitous position for the College. Something had to be done immediately.

Tuition had already been raised (in May, 1976) to $13 per semester hour, netting the College an additional $240,000 per year. But additional raises would risk the exclusion of students who might not be able to afford higher tuition and would not eliminate a $2.1 million deficit.

Cuts had already been made to pare down the size of the growing deficit. In February, 21 full-time staff—three administrators and 18 support personnel—were laid off. Seventeen other vacant positions were left unfilled. A freeze was placed on capital purchases over $100. Two student sports were suspended.

To solve the problem for the long-term, an increase in the operating rates was proposed. After internal debate and a public hearing, the Board asked for an increase of 5¢ in the building maintenance rate and 12½¢ in the educational rate—the largest increases that could be asked for by law. The then-current rates had been set at the time of the College's creation and had remained the same for 13 years. If the propositions passed, revenues would be increased by approximately $3 million per year, and the basic educational program of the College could remain intact.

Faculty, employees, and friends of the College realized the seriousness of Triton's financial condition. Speakers addressed PTA's, service clubs, and other community organizations to inform people and answer their questions. Mailings were sent into each household that went into detail about community college financing and the history of the operating fund.

The referendum, held in May, 1977, passed by over 4,000 votes in the largest election ever held by Triton. Clearly, the voters had heard the appeal to maintain the educational program and to place the College in a secure financial position.

The challenge inherent in the success of the operating rate referendum is to make this rate increase last as long as possible through better cost efficiency and careful planning.

College Management

A distinctly team approach to management has gone into effect the last two years. Joint decisions are made by administrative staff, whose differing opinions are sought on all major issues. As a result of this group process, cohesion exists among the College's managers, whose joint support has been important in facilitating change.

In 1976, the College needed new organizational patterns. It needed a new team of managers with the capacity for leadership to provide for change, to lead in the renewal of the College, to address a formidable array of management and educational problems, to be contemporary in their fields, and to be responsive to the changing needs of students and community.

The first act of the new administration was the appointment of a special Acting Assistant to the President—Instruction, a person chosen from faculty ranks. This promotion was correctly interpreted to mean that academic instruction would be given high priority.

Other managers were shifted. New people were sought to strengthen specific areas. As the new team of managers developed, several administrators were retired. Replacements frequently had new titles and responsibilities. The number of managers did not change, but the mix did, to reflect a new emphasis.

Three prominent additions to the team have been the Vice President for Academic Affairs, the Executive Director of Developmental Education, and the Dean of Students. Leadership in these three critical areas was needed and a lengthy process of recruitment began. It started with informal discussion, then a formal needs assessment. Next, job descriptions were written to reflect new responsibilities, presented to the internal committee structure, and forwarded to the Board for additional input and approval. National searches were made for the most appropriate people. Candidates were selected for interviews by a representative College committee, and top contenders were further interviewed by the President and the Board of Trustees.

It has taken nearly two years to develop the total management team, but the results

are heartening: a managerial staff capable of dealing effectively with the changing issues of the times.

One important problem was the system of compensation for the managerial group. Its previous salary structure was patterned after that of the faculty, with yearly step increases and column movements geared to the accumulation of graduate credit hours. The result was an imbalance, with some administrators being paid more than their responsibilities warranted and some being paid much less.

A new method of evaluation and compensation for managers was instituted, which places emphasis on goal identification and regular performance evaluation. Salary increases are now given not for longevity but on the basis of merit and performance incentives, as they are in industry. Objectives for each manager are written, discussed, and clarified. The Board has recognized the need to provide for professional growth of the management team by reserving one percent of the total administrative salary budget for staff development activities.

With the emphasis on team management has come better communication with faculty. The decision-making process is generally more flexible and includes more people than before.

Effective college management requires quality input, especially from faculty. The entire College committee structure is under study to make more timely decision-making possible. The task force approach to problem-solving has been working well, however, with ad hoc committees being appointed by the President with recommendations for appointments being made by the Faculty Association president.

Professional Review

One of the most discussed topics on campus has been the professional review plan developed for the full-time faculty.

The College had a variety of evaluation systems for part-time faculty, untenured faculty, classified staff, and administrators. But it never had a satisfactory system of evaluation and staff development for tenured faculty. Yet these are the very people who are at the heart of the College's instructional program and who are most responsible for continuity and maintenance of academic standards. A climate was needed for faculty to renew themselves, to keep up with their disciplines, and to keep abreast of changes in educational technology.

Historically, faculty looks upon any type of evaluation as punitive. But the purpose of faculty evaluation—really a part of staff development—is to strengthen instruction. Strong teachers, even the best, need evaluation as well as the inexperienced ones or those with problems. The Board of Trustees has constantly urged the pursuit of excellence, especially within the instructional program.

The process of developing a professional review plan was lengthy, somewhat cumbersome, and difficult to keep in focus. At one time there were three committees that were discussing systems of faculty evaluation. Ultimately, one overall committee was formed with broad representation from the faculty, and it presented the plan which is now being implemented. This was the work of 50 people over nine months' time.

Briefly, this is how the evaluation system operates. One-third of the tenured faculty is selected each year for a professional review. Thus, every tenured faculty member will be reviewed once in a three-year cycle. The five major components of the system are self-evaluation, student evaluation, peer review, chairperson evaluation, and administrative review. The breadth of this review makes it difficult for a single criterion to prevail. In a system that must rely heavily on subjective treatment, diversity of perspective is critical.

The heart of the system is a renewal plan that is individualized to the instructor and which is designed by the instructor, chairperson, and dean after review and

discussion. A key factor is that the faculty member helps design the plan—it is not imposed from without.

Triton has long boasted a fine faculty. Competitive pay scales were established to attract the best. Instructors were urged to take additional graduate courses or to complete doctoral work.

After 14 years, some other results are emerging. A decreasing job market for educators and an attractive salary at Triton have given the College a faculty with a low turnover rate. They have completed graduate programs and obtained advanced degrees. How can the College encourage them to keep in touch with advances in their fields? How can creativity and innovation be infused into the College without the continued influx of young, freshly-trained faculty?

The concept around which Triton is expanding its faculty development efforts is individualization. What will make this particular instructor more effective in the classroom? If the instructor is an auto mechanic, attendance at the General Motors school in Flint, Michigan, may be the best option. For a sociology instructor, the most appropriate activity might be a mini-sabbatical and part-time employment in a large office of urban affairs. Brief internships on other campuses or deeper involvement in a professional association are other possibilities, to name a few. Such growth experiences are provided for in a renewal plan drawn up for each tenured faculty member. Professional review and staff development plans will be initiated in 1978.

Community Service

The current Board has made it clear that since a community college is for the people who support the institution with taxes, in-district residents are encouraged to use the facilities at no or low cost. This administration has implemented that intent. The College's meeting rooms and classrooms are in constant use by local groups. There is scarcely a weekend or evening in the spring, summer, and fall when the Astroturf football/soccer field, softball field, baseball field, and running track are not being used by a variety of community organizations.

Other services are offered to specialized groups at reasonable cost. Within the last year, the offering of seminars and workshops on topics of community interest has been substantially upgraded with the creation of the Center for Community and Employee Development. The CCED provides seminar and workshop programming on a variety of topics and hires appropriate resource personnel. It also works with professional organizations, trade associations, and local community groups to set up special meetings for their organizations. This activity is entirely self-sustaining and is a valuable community service to potentially every adult in the area. The CCED is also one of the vehicles through which Triton is offering lifelong learning experiences.

Because it is administered through the School of Continuing Education, with fewer procedures to contend with than the other schools of the College in obtaining State approval, the CCED can provide the flexibility needed for innovative, nontraditional programming for adults throughout their lives.

Other reduced-cost or free services have also gone into effect to serve in-district residents. Older adults (60 years or over) can attend any class for which they are qualified at reduced tuition ($3 versus $13 per semester hour). The Active Retired Citizens Club, which numbers over 500, meets twice a month on campus. Certain free health testing—blood pressure, hearing tests, and urinalysis—is available to older adults through the College's Health Services. Adults who want to explore career changes or a return to school can get guidance in free vocational interest tests through the Adult Re-Entry program.

The library's INFOSERV department provides personal assistance and factual information on nearly any subject of research. Nearby residents may use their Suburban Library System cards to check out materials from Triton's library. There is a writing lab on campus that helps not only students but any interested party in the community who wishes help. Exhibits and concerts are attended by the local community. Concerts range from the College's own jazz band and concert choir to Stan Kenton's orchestra and the Chicago Symphony's string quartet.

Changing Student Body

The largest high school classes graduated from the Triton area in 1977. For at least the next 18 years, the number of graduating high school seniors in the Triton district will steadily diminish. Since this is the pool from which most of the College's full-time students come, the implications for future enrollments are serious.

The College's management is concerned about this situation, even though the median age of all students at Triton is 28. Fortunately, courses and programs in all of the College's schools have been offered to all age groups. But something more is needed, and Triton is embarking upon a major institutional advancement campaign.

A first step was the strengthening of the College's identity. An institutional logo was developed (seen on the cover of this report) which, through constant and consistent use, will provide a greater recognition factor for the College.

Another step was an increased emphasis on marketing. This began with the effort to make the College more accessible through improved personal contact with the public, improved signage, and new methods of registration: by telephone and by mail.

Finally, the College is in the process of identifying important market segments, matching programs to their specific needs, and promoting those programs in appropriate ways to those target groups.

An example of this marketing approach is the Adult Re-Entry program, which seeks to attract adults who want to return to college or go to college for the first time. Typically, its clientele has been housewives whose children are now in school, widows, divorced women, women trying to return to or enter the job market, and men who need support in midlife transitions, career changes, job retraining, and the like.

An entirely different approach to counseling and support services is offered to these specialized groups. Many of them are hesitant to return to college because of the gap in their own schooling. Many of them do not have the time to go full-time during the day, but can take advantage of a Tuesday-Thursday College sequence of courses, offered both day and night in four basic curricula, to complete a degree in three years. Initial response to Tuesday-Thursday College is good.

As the traditional college age population decreases, the older population increases and Triton is responding to this demographic change with its Older Adults Program. It yearly attracts over 2,500 seniors, age 60 and over, to specialized offerings, as well as to regular classes.

Board Relationships

The ideal of a lay board, responsible for the general welfare of a major educational institution and to an electorate that has specific aspirations, is seen at Triton College.

The Board has substantial legal responsibilities. It establishes the budget, levies taxes, makes contracts, and approves expenditures. It has the sole authority to "hire and fire." It sets educational and operating policy for the entire College.

Moreover, trustees are the voice of the people. They speak for their constituency, at Triton the approximately 380,000 people who live within the boundaries of the district.

A lay board can be effective only when it is well informed, and the current Board has directed the President to make sure that it is thoroughly informed, in advance, of the issues with which it has to deal and to be kept informed about all activities at the College. This stronger, clearer relationship between the Board of Trustees and the President is one of the most significant changes of the past two years.

The great benefit is that the Board has been very supportive of the administration in a period of great change and movement because it has had the opportunity to consider the options open to it in any major decision—alternate ways of accomplishing the same goal, alternate costs, alternate support services, alternate philosophies.

A great deal more information now passes between the President and the Board than ever before—both formally and informally. Besides conventional documentation and formal Board meetings, the Board works closely with the President and vice presidents. Board members are taking the time to be educated about all matters that come before them.

The Board has given the President strong direction in what it wants.

> It wants to maintain and strengthen the quality of instruction.

> It wants the College to be community-minded, to make the facilities of the College available to residents, and to keep the needs and wishes of the community uppermost in mind.

> It expects that all staff—administrative, faculty, support—be productive and cost-minded.

> When it is asked for a decision, it wants to see alternates in as great detail as possible. It is not afraid to exercise its power to improve the College or to speak for the community.

Because communication between the Board and administration is stronger today than it was several years ago, the Board no longer sits on the negotiating teams with the various campus bargaining groups. The Board is represented by administrators who discuss strategies, goals, responses, and all new developments with the Board to keep its members well informed. T

Revenues

According to official budget

1975-76	Total	$12,942,067
	State	5,278,850
	Tuition and Fees	4,185,325
	Local Taxes	2,960,160
	Federal	278,880
	Other	238,852
1976-77	Total	$13,854,390
	State	5,363,335
	Tuition and Fees	4,993,600
	Local Taxes	2,926,755
	Federal	255,000
	Other	315,700
1977-78	Total	$17,396,547
	State	5,488,931
	Tuition and Fees	5,098,078
	Local Taxes	6,416,338
	Federal	235,000
	Other	158,200

Financial Aid

1975-76	Number of Students	3,939
	Amount of Aid	$1,541,290
1976-77	Number of Students	4,980
	Amount of Aid	$1,748,411
1977-78	Number of Students	5,792
	Amount of Aid	$1,822,916

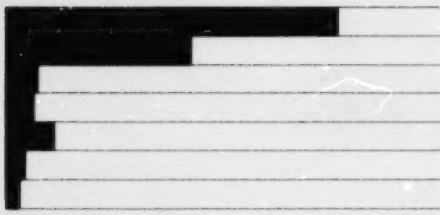
Instructional Cost

Per semester hour

1975-76	Suburban Area Average	$53.21
	Triton College	46.85
1976-77	Suburban Area Average	$50.65
	Triton College	50.74
1977-78	Suburban Area Average	$56.79
	Triton College	54.22

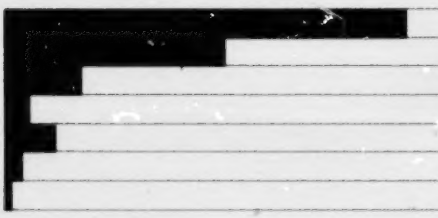
Expenditures

According to official budget



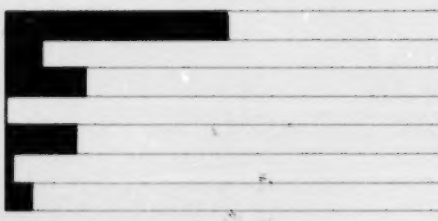
Total	$14,265,173	1975-76
Instruction & Academic Support	7,958,539	
Institutional Support	1,396,272	
Student Services	1,251,007	
Operations & Maintenance	2,154,751	
General Administration	810,785	
Other	693,819	

Total	$15,790,535	1976-77
Instruction & Academic Support	8,779,634	
Institutional Support	2,187,357	
Student Services	1,205,276	
Operations & Maintenance	2,433,884	
General Administration	892,369	
Other	292,015	

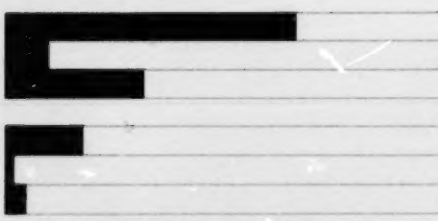


Total	$17,223,060	1977-78
Instruction & Academic Support	9,429,939	
Institutional Support	3,215,561	
Student Services	1,169,861	
Operations & Maintenance	2,270,720	
General Administration	823,077	
Other	313,902	

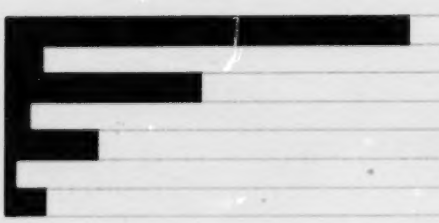
Grants



Total	$1,913,538	1975-76
Nursing & Allied Health	292,626	
Comp. Employment Training Act	687,654	
National Science Foundation	1,400	
Dept. of Adult, Voc., & Tech. Educ.	615,124	
Illinois Office of Education	79,463	
Other	237,271	



Total	$2,546,869	1976-77
Nursing & Allied Health	371,468	
Comp. Employment Training Act	1,237,404	
National Science Foundation	—	
Dept. of Adult, Voc., & Tech. Educ.	657,786	
Illinois Office of Education	80,763	
Other	199,448	

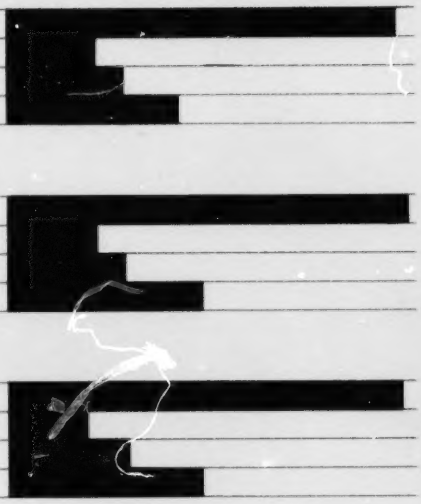


Total	$3,549,139	1977-78
Nursing & Allied Health	337,504	
Comp. Employment Training Act	1,760,324	
National Science Foundation	218,000	
Dept. of Adult, Voc., & Tech. Educ.	803,955	
Illinois Office of Education	81,637	
Other	347,719	

Student Enrollment

Fall semester figures

1975	Total	22,184
	University Transfer Studies	5,206
	Career Education	6,824
	Continuing Education	10,154
1976	Total	23,675
	University Transfer Studies	5,176
	Career Education	6,957
	Continuing Education	11,542
1977	Total	23,392
	University Transfer Studies	4,597
	Career Education	7,209
	Continuing Education	11,586

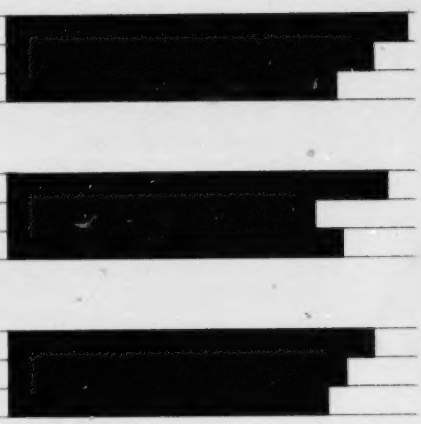


Weekly Student Contact Hours

Fall semester adjusted averages

1975	University Transfer Studies	391
	Career Education	357
	*Continuing Education	320
1976	University Transfer Studies	370
	Career Education	300
	*Continuing Education	330
1977	University Transfer Studies	357
	Career Education	331
	*Continuing Education	310

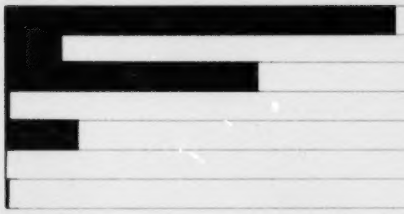
*Estimated figures



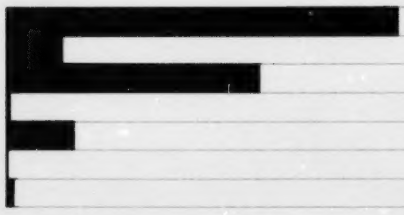
Attendance Workshops & Seminars

1975-76	1,909
1976-77	3,411
1977-78	7,435

Graduates



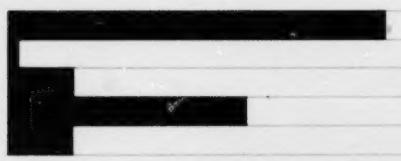
Total	1,364	1976
Associate in Arts	200	
Associate in Science	888	
Associate in Liberal Studies	9	
Certificate	252	
Adult Education Certificate	3	
Basic Certificate	12	



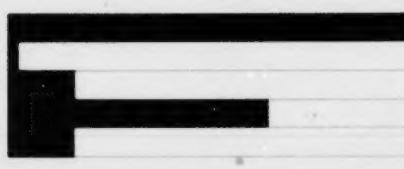
Total	1,368	1977
Associate in Arts	195	
Associate in Science	888	
Associate in Liberal Studies	14	
Certificate	241	
Adult Education Certificate	3	
Basic Certificate	27	

Total	1,403	1978
Associate in Arts	145	
Associate in Science	961	
Associate in Liberal Studies	14	
Certificate	241	
Adult Education Certificate	4	
Basic Certificate	38	

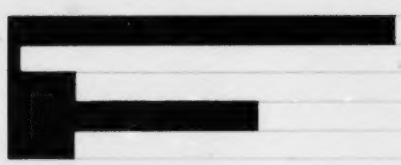
Personnel



Total	1,289	1975-76
Administration	31	
Full-time Faculty	220	
Part-time Faculty	820	
Classified	218	



Total	1,384	1976-77
Administration	35	
Full-time Faculty	228	
Part-time Faculty	894	
Classified	227	



Total	1,327	1977-78
Administration	31	
Full-time Faculty	229	
Part-time Faculty	856	
Classified	211	

Until now, this report has dealt with the achievements and problems faced by the College's administration in the last two years with the emphasis given to process.

What will be the major problems facing Triton College in the next ten years? That is a powerful question which deserves comment.

The mix of students who come to Triton will continue to change. With the end of the baby boom influx and the decreased number of graduating high school seniors, the mix of students at Triton will continue to change. For a variety of reasons, women will go to college in even larger numbers than they do now. Middle-aged people and older adults will also enroll for a variety of reasons—some for job retraining and midlife transition; others because they have never gone to college and will need the skills that a college education provides.

The College is extremely interested in suitable marketing approaches to these various clienteles. Already, it has instituted the Adult Re-Entry program to provide special support services to the adult who wishes to return to school or to begin school, as well as the Center for Community and Employee Development for professional retraining and review. The vitality of the institution depends on how well it attracts new students and serves new clienteles.

Triton will have to manage itself well in a nongrowth era. For the first 10 years of its existence, Triton was the fastest growing community college in the State. It has now reached maturity, and although it will change in various ways, it will not be much larger than it is today.

Triton has never before faced the challenge of a static enrollment. Since finances are tied to headcount enrollment, sound management in this matter is critical. These enrollment conditions will persist for the next two decades.

To maintain quality will be a major challenge. Triton has achieved academic quality in its 14-year history. Its reputation has been based largely on good instruction with graduates going on to universities and achieving there, or into the job market with similar success. Will Triton College be able to maintain quality of instruction while combating the various other, perhaps more immediate, problems that are enumerated here? To do so, it will have to constantly renew itself by instituting innovative programs, and by updating current programs where necessary.

The College must manage change effectively. It is difficult to keep current in an academic field or a changing career field. It is difficult to keep up with the latest studies on learning theory, testing, retention, reinforcement, motivation, and behavioral objectives. It is difficult for someone whose teaching style is straightforward lecturing to incorporate changes in educational technology—individualized learning, computer-assisted instruction, competency-based instruction, and the like.

Triton's faculty and staff need always be forward-looking. The solution is to facilitate needed change rather than to resist it.

Fiscal uncertainty. At the moment, Triton is in reasonably good financial condition. But its district has already been developed and the era of annexations has ended. The tax base will not grow appreciably since the College district is fully developed.

To this nongrowth condition must be added the local and national economy. At the present time, projections suggest persistent inflation for the foreseeable future. Inflation affects schools because they are labor-intensive. Because faculty and staff wish to keep up with the cost of inflation, salaries will tend to escalate at a higher rate than the projected revenues of the College. Agreements with all bargaining units must result in long-range fiscal stability.

The College must always consider new equipment purchases in the career areas to keep current with technological change. This is a built-in expense for an institution with such a heavy commitment to industrial training, technological programs, and health careers.

If there is a declining enrollment, cost ratios in some subject areas will be higher than they are today. There certainly will be a different and possibly more expensive mix of students.

It is imperative that management decisions today do not set in motion expenses that will inevitably result in future deficits. Long term, the College's revenues must balance against expenditures. Staffing levels and the cost of new programs and services must be constantly monitored so that the conditions which precipitated the 1976-77 crisis will not be repeated.

Part-time/full-time faculty staffing. The part-time/full-time faculty ratio currently is 4-1. However, economic necessity dictates that the full-time faculty staff level does not substantially exceed its present level of 230. It is simply less expensive to hire a part-time instructor than a full-time instructor.

There are other benefits as well. In the School of Continuing Education, it is altogether appropriate that people who work full-time during the day or people who have a special skill be hired in the evening. In the School of Career Education, the addition of businesspersons and technicians brings to the classroom the validity of practical experience. In the School of University Transfer Studies, part-time instructors in mathematics, English, and history can be added during the registration period if class sections are added to fill demand. And, of course, in time of retrenchment, it is less difficult to release part-time faculty than full-time.

How the College maximizes the quality of its part-time faculty, oversees their classroom operations, and coordinates their efforts with departmental activities will be of continuing importance to the educational program.

The College's response to a changing community. If Triton is to take seriously the claim that it is to serve the community, then it must know its community well enough to anticipate socioeconomic change rather than to react passively to it.

With changing demographics come special groups that want to be served. Will Triton be in a position to serve the growing number of older adults in its community? Blacks? The Spanish-speaking? Other ethnic groups and minorities?

The local economy has been better than the Chicago metropolitan area as a whole. What is the future like? Do local business and industries have training needs or other educational requirements that will make them more productive and better employers in the future?

Triton wants to be a good neighbor and a positive influence in its community. How it responds to changing socioeconomic factors will also have an effect on its tax base, its student body, and its programming. T

What Does It Mean to Be a Community College? Until recently, that question was answered with the College's motto: for all the people. Triton was conceived as an educational supermarket—the words of *TIME* magazine when it profiled Triton in 1973. The College saw itself as providing something for everyone.

There was, in the years of annexation and rapid growth, a real effort on the part of staff and faculty to do just that. It was a noble attempt but an impossible one. The reality of Triton College is that it does an extraordinary number of things very well. But it can't do everything. Its tax base is fixed. Its pool of students is stable. State funding is uncertain from year to year. Future building projects, needed to house new programs, are doubtful.

The College has put away its motto but has not abandoned its mission. It is an adaptive institution and will continue to provide superior educational opportunities to a diverse public. When decisions are made about new educational programs, they now take into account economic feasibility, limitations of space, and an assessment of quality. Triton intends to be as good as it can within the scope of a commitment it can sustain.

To Serve the Public

The mission of a community college is broad—much broader than that of a university—and includes many people who traditionally have been excluded from higher education.

In response to its legislatively mandated mission, Triton seeks to fill certain basic objectives: university transfer studies similar to those taken during the first two years at State universities; career education for employment in technical, business, industrial, and professional areas; and continuing education for local residents who want to broaden their intellectual and cultural experience. In addition, it provides guidance and counseling services, community services for educational, cultural, vocational, and recreational activities through existing facilities, and developmental education for students to improve competence in basic skills.

The public is best served when Triton does these things well.

A Major Institution

In many ways, Triton makes a great impact on its community. It has a payroll of over $10 million, employs nearly 1,500 people (most of whom live in-district), and is the sole representative of public higher education in west suburban Cook County.

It is large.

With over 23,000 students, Triton is one of the largest institutions of higher education in the State. Considering only the licensed practical nursing and registered nursing programs, Triton would be one of the largest nursing schools in the State.

The same can be said for several other programs. Triton is one of the largest business schools, secretarial schools, trade schools, or technical institutes in the Chicago metropolitan area. As a liberal arts college, Triton would be twice as large as neighboring private colleges.

Triton touches the lives of many people —and it is meant to. Within the last two years, it has applied contemporary managerial concepts to its internal problems. This process should not only improve Triton College but also improve the service it offers to its community. T

The following is an encapsulated history of major events for the time period 1976-78. Most of the activities chosen are official actions of the Board. Taken as a whole, they show the flow of events at the College and the manifold changes that were taking place within the institution.

April 1976
Title and responsibility changes approved for four administrators: Acting Assistant to the President—Instruction; Director of College Relations; Acting Vice President—Personnel; and Administrator of Instruction, School of Continuing Education. Immediate step toward improving team effectiveness.

No-cost rental schedule approved for baseball and Astroturf football/soccer field for in-district, not-for-profit organizations.

May
Tuition increased from $11 to $13 per semester hour to narrow operating fund deficit.

Loan approved from education fund to keep architect working on Community Career Center.

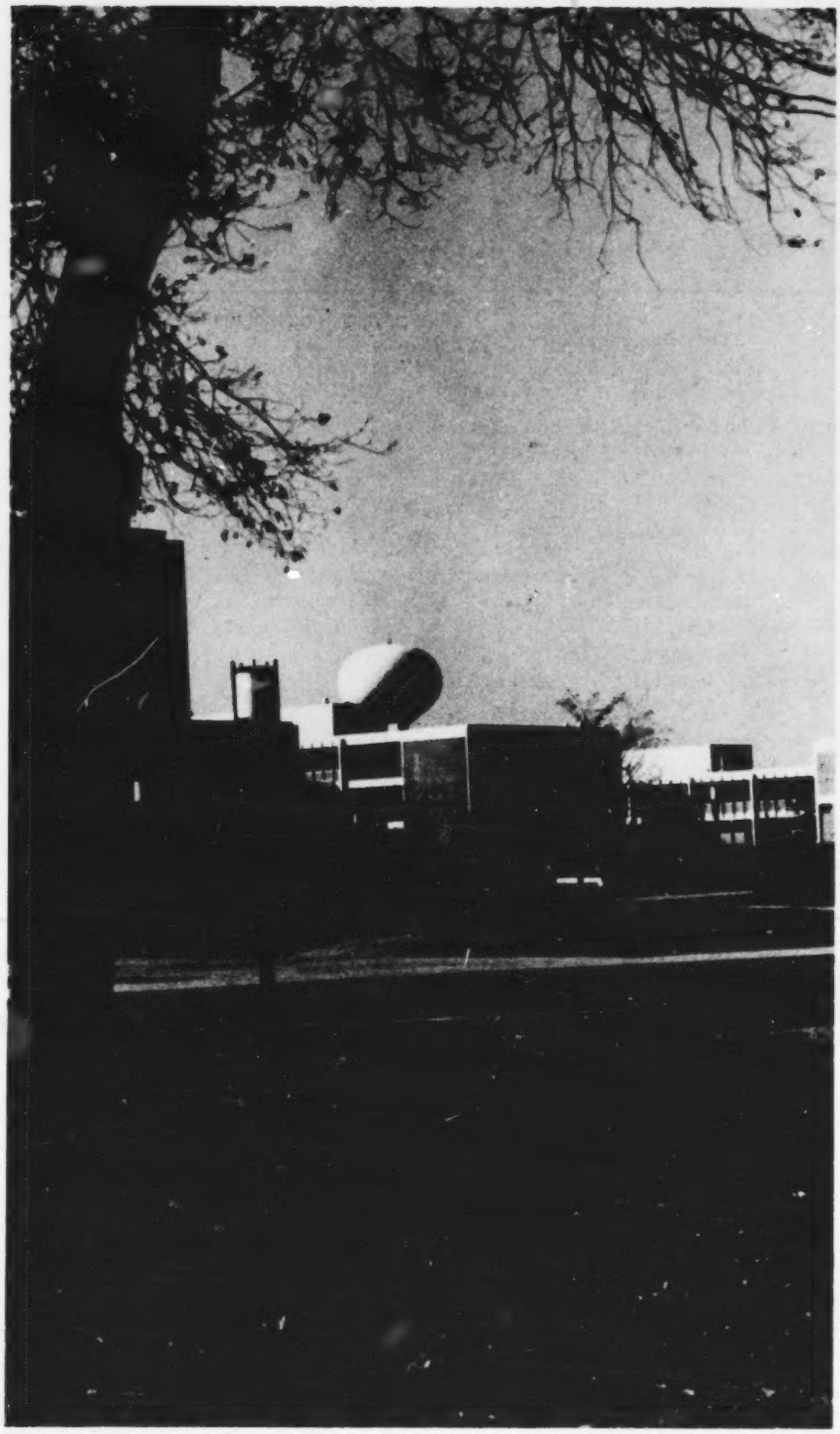
Commencement exercises for 1,364 graduates.

June
Job descriptions rewritten for all administrators as beginning of new system of evaluation and compensation, including performance objectives.

Director hired for Adult Re-Entry program.

July
Purchase of 14 acres of adjoining land.

August
One-year contracts negotiated with campus police and operating engineers.



September
Operating budget approved for $15.7 million, with projected deficit of $1.9 million to be covered by remaining fund equity. Existing multi-year contracts with bargaining units required $1,053,000 increase in salaries.

Referendum planning committee appointed: Chairman, student trustee, President, and Vice President—Business Management.

Tuition reduced for older adults, age 60 or over, to $3 per semester hour.

Board approved referendum for $26.9 million in bonds for completion of campus and for 5¢ raise in building maintenance rate.

October
Referendum proposals defeated: bond rate—9,272 to 6,003; building maintenance rate—8,862 to 6,322.

Triton joins Suburban Library System. SLS card holders have free use of College library.

November
President initiates cost-cutting program as result of defeated referendum: immediate freeze on hiring, immediate stop to all capital purchases. Personnel Office asked to submit contingency plan for possible layoffs.

December
Academic standards raised for Dean's list: from 3.25 to 3.50 Grade Point Average.

Traffic study by engineering consultants recommended widening and other road improvements along Fifth Avenue from North to River Road.

January 1977
Twenty-one staff laid off—three administrators, six from clerical positions, and 12 from building and grounds staff.

Affirmative action committee established to present comprehensive plan to Board.

February
New domicile policy adopted which makes it more difficult for students to set up temporary residency for purpose of paying in-district tuition.

Two student sports suspended in further cost-savings measure.

April
Board adopts new meeting schedule, every three weeks instead of twice monthly, to allow more time for preparation.

Board approved referendum for May 11: an increase in educational rate by 12½¢ and in building maintenance rate by 5¢.

May
Referendum for two operating rates successful: education—12,619 to 8,545; building maintenance—12,522 to 8,485.

Faculty exchange agreement put into effect for staff development.

Burroughs B6800 computer system purchased to replace IBM360/40, a response to long-standing informational problems. Burroughs system has far more storage capacity and greater flexibility for institutional requirements.

Cooperative agreements reached with Harper College and Oakton Community College for dual admission into certain career programs. Purpose: avoid duplication of high-cost programs.

Commencement exercises for 1,368 graduates.

June
President presented objectives for 1977-78.

Administration compensation and contract duration set by Board; lock-step system of automatic pay raises abolished.

July
Contract agreement reached with operating engineers.

Board established working conditions, terms of employment, and salaries for campus police after negotiations were broken off; refused to recognize Teamsters as new bargaining agent. Job action and informational picketing continues until October.

August
Center for Community Affairs approved to keep College informed of socio-economic changes affecting district and to help local governments and community groups with problems of mutual concern. At the end of fiscal year 1978, suitable staffing still not found to implement Center concept.

Groundbreaking for new College bookstore.

September
Balanced budget passed for 1977-78 fiscal year. Operating expenditures estimated at $17.5 million.

Federal funds earmarked by College for construction of low-cost, pre-engineered technology building. With AVTE approval, money placed in a restricted purpose fund for construction.

October
Non-discrimination policy adopted on handicapped students and employees.

Executive Director of Developmental Education employed.

Student auxiliary fee of $1 per course adopted to build future recreational facilities.

All-weather rubberized running track approved for purchase and installation in spring, 1978.

November
Addition to new technology building approved to accommodate more students in auto lab.

January 1978
Governor signs bill authorizing $6.6 million for construction of Community Career Center. Bill had been vetoed twice previously.

February
Women's track and field approved as new sport.

Affirmative action plan and policy presented to the Board and approved.

Renovation project begun in Fine Arts building to solve hazardous overcrowding in ceramics area, add one classroom.

March
Open hearing held on financing of CCC building. Vice President—Business Management recommended that $3,795,368 is needed for matching College funds, site preparation and equipment.

Board authorized a bond referendum for May 10 for $3.8 million. Cost to taxpayer estimated at $3 per year for seven years.

Regional Career Guidance Center—$168,000 grant program—begun at Triton, serving northern Illinois region.

April
Professional Review Program for Faculty adopted. Evaluation and development program result of work by nearly 50 faculty members.

Renovations begun in Libral Arts building for Learning Assistance Center.

May
Bond referendum defeated for CCC building: 6,650 to 5,799.

Board approved interfund loan of $1.8 million to secure State appropriation for CCC.

Lawsuit begun against architect, construction company, and surety companies for defective floor slabs in several buildings.

Commencement exercises for 1,403 graduates.

June
President presented objectives for 1978-79.

Office of Student Affairs reorganized in Admissions and Records area and in Counseling. Staff responsibilities reassigned to more easily handle day-to-day operations.

Three-year grant of $188,000 awarded by National Science Foundation for improvement of engineering courses by development of computer-assisted and individualized instruction, and self-paced learning modules.

Administrative Staff
June, 1978

Dr. Brent Knight
President

Dr. Clyde LeTarte
Vice President for Academic Affairs

Richard Francetic
Vice President—Business Management

Dr. Frederick Gaskin
Vice President—Personnel

Clyde Chisum
Dean, University Transfer Studies

Richard Christman
Executive Director, Information Systems

Phoebe Helm
Executive Director, Developmental Education

Vernon Magnesen
Dean, Career Education

Dr. Daniel Moriarty
Dean of Students

John Trebbe
Dean, Continuing Education

Patricia Bauhs
Associate Dean, Continuing Education

Clara Chann
Assistant Dean, Career Education

Peter Fricano
Executive Director, Center for Community and Employee Development

Dr. Kenneth Harris
Associate Dean of Students—Counseling

Patricia Janes
Assistant Vice President

Mary Kay Kickels
Assistant Dean of Students, Admissions and Records

Dr. Otto Kolar
Associate Dean, University Transfer Studies

Dr. David Kozlowski
Assistant Dean, Learning Resources

Peter Krupczak
Assistant Vice President—Business Management

Maurice Lemoine
Associate Vice President for Academic Affairs

Jerome Long
Director of College Relations

Frances McCann
Associate Dean, Career Education

Jerry Owens
Assistant Dean, University Transfer Studies

Lynn Parker
Director, Adult Re-Entry Program

Joseph Quagliano
Director of Restaurant Training and Food Services

Arthur Shearburn
Assistant Dean of Students

Gordon Simonsen
Executive Director, Curriculum Articulation & Adjunct Faculty Evaluation

Donald Stuffelbeam
Director of Campus Development

Charlotte Waters
Director of Research and Affirmative Action Officer

George Zanotti
Associate Dean, Career Education

Margaret Zwald
Director of Personnel, Adjunct Faculty

30

Estimated population	380,000
Area (square miles)	63
Campus (acreage)	101
Cost of equipment, buildings, land	$35,449,236
Assessed valuation	$2,077,487,487
Tuition (per credit hour)	$13
Operating budget FY77-78	$17,223,060

Building program

13 completed buildings	536,563 sq. ft.
Technology Building (under construction)	83,620 sq. ft.
Total	620,183 sq. ft.

Tax rates (per $100 of equalized assessed valuation)

Education	.255
Building maintenance	.07
Bond and interest	.04

Enrollment (fall, 1977)

Full-time	4,962
Part-time	18,430
Total	23,392
Credit hours	123,317

Staff

Administration	31
Full-time faculty	229
Part-time and evening faculty	856
Classified	211
Total	1,327

Cernan Space Center FY77-78

62,721 persons attended 1,830 programs

Library collection

67,318 volumes

Community utilization

55 students per 1000 population

UNIVERSITY OF CALIF.
LOS ANGELES

OCT 13 1978

CLEARINGHOUSE FOR
JUNIOR COLLEGES